

Which Best Prepares Students for the 100 Most Commonly Used English Words?

Typical Phonics	Spalding (SWR) Based Phonics		
<p>Only 33% readiness</p> <ul style="list-style-type: none"> --inadequate rules --sight words --word families 	<p>All 100 words are taught, most by end of 1st grade, using reliable rules. None are presented as sight words or grouped in word families. SWR even explains the five irregular words (<i>been, some, one, would, could</i>).</p>		
<p><u>1st sound single letters</u></p> <p>CVC (consonant/vowel/ consonant)</p> <p style="padding-left: 20px;">but can had him not</p> <p>Not CVC</p> <p style="padding-left: 20px;">at an in if it its on up and from last just send very will</p> <p>Some 1st sound diagraphs</p> <p style="padding-left: 20px;"><u>th</u>ank <u>th</u>ink <u>w</u>hen <u>wh</u>ich</p> <p>Long vowel w/ silent E</p> <p style="padding-left: 20px;">here make take time more</p> <p>Long vowel teams</p> <p style="padding-left: 20px;">day/ <u>ma</u>y <u>wee</u>k <u>dear</u></p>	<p>a</p> <p>a-bout</p> <p>after</p> <p>all</p> <p>an</p> <p>and</p> <p>any</p> <p>are</p> <p>as</p> <p>at</p> <p>be</p> <p>but</p> <p>by</p> <p>can</p> <p>could</p> <p>day</p> <p>dear</p> <p>do</p> <p>for</p> <p>from</p> <p>go</p> <p>good</p> <p>had</p> <p>has</p> <p>have</p> <p>he</p> <p>her</p> <p>here</p> <p>him</p> <p>his</p> <p>house</p> <p>I</p> <p>if</p> <p>in</p> <p>it</p> <p>its</p> <p>is</p> <p>just</p> <p>last</p> <p>letter</p>	<p>make</p> <p>may</p> <p>me</p> <p>more</p> <p>my</p> <p>night</p> <p>no</p> <p>not</p> <p>now</p> <p>of</p> <p>on</p> <p>one (think as in lone)</p> <p>or</p> <p>other</p> <p>our</p> <p>out</p> <p>o-ver</p> <p>say</p> <p>send</p> <p>she</p> <p>should</p> <p>sir</p> <p>so</p> <p>some</p> <p>take</p> <p>than</p> <p>thank</p> <p>that</p> <p>time</p> <p>to</p> <p>the</p> <p>then</p> <p>them</p> <p>they</p> <p>thing</p> <p>think</p> <p>this</p> <p>two</p> <p>up</p> <p>very</p>	<p>was</p> <p>were</p> <p>what</p> <p>we</p> <p>week</p> <p>when</p> <p>will</p> <p>with</p> <p>work</p> <p>would</p> <p>you</p> <p>your</p> <hr style="width: 20%; margin: 10px auto;"/> <p style="text-align: center;">Taught by end of 2nd grade</p> <p>been</p> <p>please</p> <p>there</p> <p>those</p> <p>tru-ly</p> <p>who</p> <p>write</p> <hr style="width: 20%; margin: 10px auto;"/> <p style="text-align: center;">Taught by end of 3rd grade</p> <p>their</p> <p>which</p> <hr style="width: 20%; margin: 10px auto;"/> <p style="font-size: small;">The thirteen bolded and underlined vowels are single vowels that make the long vowel sound at the end of a syllable, SWR spelling rules 4 and 5.</p>

Why Avoid Teaching Word Families?

Typical phonics trains students to expect end-alike words to sound alike. SWR does not mislead. While word families work sometimes, it is not a helpful aid for two reasons.

1. Starting at the end of the word confuses left/right orientation and promotes reversals.
2. Many words end alike but don't sound alike because many letters can make more than one sound.

Consider the following look alike words in the top 100 most commonly used English words (plus the word *gas*). Ten have same ending, same sound. The rest have sounds that vary. SWR phonograms and spelling rules explain why.

<p>The first two columns below shows top frequency words that end alike AND sound alike.</p> <p>The last two columns show top frequency words that end alike BUT do not sound alike</p>		<u>me</u>	this
		time	is
		here	do
<u>be</u>	then	there	<u>go</u>
<u>he</u>	when	were	<u>no</u>
<u>me</u>	day	as	<u>so</u>
<u>she</u>	may	has	to
<u>we</u>	say	was	who
		(gas)	